



School Policy



Special Educational Needs

2017 -18

Curriculum Vision

"Growing Together"

We recognise that the world, and our understanding of it, is rapidly developing and believe that the curriculum should be flexible and adaptable to ensure that the skills our children develop can be applied to new and relevant learning throughout their lives, enabling them to embrace new technologies and challenges. Our skills based curriculum will provide inspirational contexts, ensuring children's interests and talents are at the heart of their learning journey.

We will offer an understanding and enjoyment of the world, with its diversity and richness in physical, social and imaginative forms; empowering them with social and emotional skills. We will provide a safe learning environment, where pupils feel secure, valued and confident to fulfil their potential.

We aim to cater for a child's individual needs, interests, talents and abilities and these will be developed throughout a broad and varied curriculum, to enable them to reach their full potential. Our aim is that the ethos behind the Early Years Foundation Stage Curriculum should be continued throughout a child's education at Lightmoor Village Primary School. We believe a child-centred, fully immersive curriculum will enable all children to develop as independent, resilient learners throughout their time at our school and beyond.

We hope that the positive attitudes and high standards learnt during their time with us will help develop important aspects of each child's character. The curriculum will support the traditional values of fellowship, responsibility and consideration of others regardless of race, religion, gender, ability and/or socio-economic factors.

We work in partnership with Bournville Village Trust to enhance and develop our service of the community. The school is at the heart of the community and we aim to use and develop the skills, talents and experiences they have for the benefit of our learners. We recognise the important role that our parents play as our pupils' first and most enduring educators and we value the contributions they make.

Equal Access Statement

Upon admission to Lightmoor Village Primary School all children and their families are welcomed irrespective of ethnicity, religion, disability, gender or social diversity. All members are treated equally within our learning and teaching environment, which is created on the basis of mutual respect, empathy, tolerance and care.

Also, having considered the term "inclusive" in its fullest sense we have established, and will maintain, a high level of provision for all our pupils. They will be provided with a comprehensive range of essential and extended learning opportunities throughout their school career.

By equipping them with essential life skills, our constant ambition is to both singularly and collaboratively, look for, identify, fulfill and extend potential.

Aims

Lightmoor Village Primary School aims to provide a broad and balanced curriculum for all pupils, which is differentiated to meet individual needs and abilities. Children may have SEN throughout, or at any time during their school career. This policy ensures that the curriculum planning and assessment takes into account the type and extent of the difficulty experienced by the pupil. Planning considers individual requirements and ensures a child's special educational needs are fully encompassed, therefore enabling each pupil to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

As a school we aim:

- To identify children with special educational needs as early as possible;
- To create an effective learning environment that meets the needs of each child;
- To ensure all children have equal access to a broad, balanced and differentiated curriculum;
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contribution to their learning;
- To encourage children to be fully involved in their own learning;
- To provide a meaningful, relevant and differentiated learning experience for each individual which enables children with a wide range of attainments to experience success.
- To make clear the expectations of all partners in the process and provision of special needs;
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN;
- To support the Behaviour Management and Inclusion policy of the school as laid out in that policy.

Approach

Lightmoor Village Primary School recognises that all pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to; -

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progression that bring feelings of success and achievement.

We understand that all children have different educational and behavioural needs and that every individual learns at a different rate. To cater for all, teachers use a range of strategies to meet the needs of pupils' special educational needs. Lessons have clear learning objectives, work is differentiated, and assessment is used to inform the next stage of learning.

The SENCo will work with all staff to ensure children that may need additional or different support to that normally found within the classroom, are identified as early as possible. The progress made by all children at the school is regularly monitored and reviewed. The school does not identify children as having special educational needs unless there is action being taken that is additional or different from that which goes on in the classroom or elsewhere as part of our differentiated approach. The school takes into account the views of parents when assessing and meeting the needs of children with SEN.

Class provision maps are created for the children who have been identified as having SEN and outlines the intervention objectives to support the individuals in accessing a curriculum that is appropriate and challenging. Progress towards targets on provision maps is discussed at termly 'Pupil Progress' meetings, where impact of intervention is gauged and future actions considered. Whilst class teachers are responsible for the creation and review of these provision maps, they are monitored by the SENCo routinely, who will check statutory responsibilities are being met, appropriate outside agency involvement is brokered and progress of SEN children is sustained.

SEN Support:

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

With close liaison with the parents and SEN Coordinator the class teacher may decide that the child may need further support to help their progress. To help inform the decision on the nature of additional help that might be needed all information about the child is gathered, outside professionals such as health or social services that may have already been involved with the child. All the information is incorporated into the child's individual record.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.

c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) Through discussions between the class teacher, SENCo and parents it can be determined which level of provision the child will require.

g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. It is recorded by the school as an aid to further progression and for future reference.

i) Pupil progress meetings are held termly and used to monitor and assess the progress being made by the child.

If after receiving additional support at school level, through small group or one-to-one interventions and differentiated work to support the pupil, it is still deemed that the pupil is not making sufficient progress or struggling to access the curriculum, a request for help from external agencies may follow. Here more specialist assessments are provided that can inform planning and targets on the child's provision map and advise the school how best to support the needs of the individual.

Where we seek the support of external services we provide detailed records of interventions already taken place for that child. External agencies can then advise on new and appropriate targets for the child's provision map. If the SEN Coordinator and the external specialist consider that the information gathered about the child is insufficient and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents will be sought.

To maximise learning, we may ask the pupil to work in small groups or in a one-to-one situation away from the classroom.

Education, Health and Care Plan

Request for Education, Health and care needs (EHC) Assessment:

When a child demonstrates significant cause for concern and it has been determined that the child has lifelong or significant difficulties, we will then seek advice and support from external, professional agencies. It may be concluded that it would be beneficial for the child to be referred for an Education, Health and Care Plan which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

We provide evidence that a strategy or programme has been implemented over a period of time without success. The application for an Education, Health and Care Plans will then combine existing advice and reports to be used as evidence to support the assessment. This evidence will be from a variety of sources and may include;

- The school's action through school support and use of external agency support.
- Provision maps for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health, including the child's medical history where relevant.
- National curriculum levels.
- Attainments in literacy and numeracy.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parent and of the child.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Whilst the child is waiting for an EHC needs assessment, the child will continue to receive the support and differentiation that the school currently provides.

Teachers respond to children's needs by;

Providing support in all the curriculum areas;

Planning to develop children's understanding through the use of all senses and experiences;

Planning for all children to have full participation in learning, and in physical and practical activities;

Planning for all children to manage their behaviour, enabling them to participate effectively and safely in learning;

Developing, adapting and monitoring necessary resources, equipment and physical spaces to promote fair access.

This policy ensures that teaching and learning arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation.

Daily Timetables

All teachers have been provided with a daily timetable and will be displaying it in a visible place in the classroom to ensure all children SEN or otherwise, are comfortable with the daily plan. This will be updated daily and children given the responsibility to monitor.

Health and Safety

As a school we follow the Telford and Wrekin Risk Assessment Format and risk assessments are carried out on any activities that could put children at risk, beyond the usual school based activities. The class teacher is responsible for completing the risk assessments prior to an activity or trip. Copies of risk assessments are shared with participating adults and stored centrally on the main office.

Roles and Responsibilities

It is the responsibility of the subject leader to follow the principles stated in this policy. There is a named governor responsible for the subject. This governor has the opportunity to understand and discuss subject policy and practice, acting as a 'critical friend' to the subject leader and providing feedback to the whole governing body. This supports the development and progression of the children's learning in this area, thus maintaining high standards.

The Head Teacher and subject coordinators carry out monitoring of the subject through observation and discussion as part of the whole school monitoring cycle.

This policy will be reviewed in line with the monitoring cycle.

Signed: _____ (Subject Leader) Date: _____